REPORT RESUMES

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THE COUNSELOR AND RESEARCH.

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DESCRIPTORS- *COUNSELORS, COUNSELOR FUNCTIONS, *RESEARCH, RESEARCH PROBLEMS, RESEARCH UTILIZATION, EDUCATIONAL RESEARCH, QUESTIONNAIRES,

AN ATTEMPT WAS MADE TO IDENTIFY THE PROBLEMS, ISSUES, FUNCTIONS, QUESTIONS, AND KINDS OF RESEARCH CONDUCTED BY ACTIVE COUNSELORS IN THE FIELD OF PUPIL PERSONNEL SERVICES. A QUESTIONNAIRE WAS DEVELOPED FROM ISSUES CONSIDERED TO BE OF IMPORTANCE TO THE PUPIL PERSONNEL PROFESSION AND MAILED TO A RANDOM SAMPLE OF 500 MEMBERS SELECTED FROM A ROSTER OF THE ENTIRE MEMBERSHIP OF THE CALIFORNIA COUNSELING AND GUIDANCE ASSOCIATION. ANALYSIS OF THE DATA OBTAINED FROM THE RETURNED QUESTIONNAIRES INDICATED THAT LESS THAN HALF OF THE RESPONDENTS WERE CONDUCTING RESEARCH. MORE TIME AND FINANCIAL SUPPORT WERE MENTIONED BY A MAJORITY OF THE RESPONDENTS AS NEEDED TO CARRY OUT THEIR RESEARCH PROJECTS. ROUGHLY, ONE-HALF OF ALL THE RESEARCH IS BEING CONDUCTED IN AREAS INCLUDED UNDER ANTI-POVERTY LEGISLATION, SPECIFICALLY, DROPOUTS AND THE CULTURALLY DEPRIVED. THE MAJORITY OF THE RESEARCH WAS BEING CARRIED OUT AT THE SECONDARY LEVEL, WITH HIGH SCHOOL STUDENTS COMPRISING THE LARGEST SINGLE GROUP BEING STUDIED. ADDITIONAL RESULTS, CONCLUSIONS, AND RECOMMENDATIONS WERE DISCUSSED. TABLES ARE INCLUDED. (CG)

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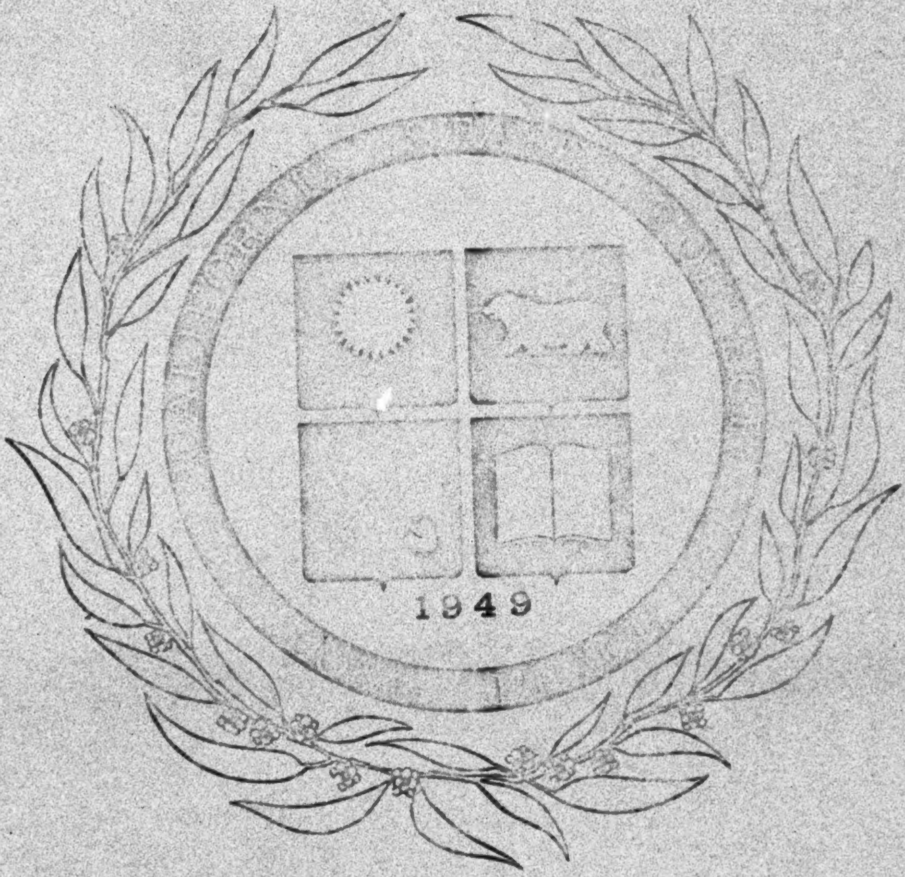

The Counselor & Research

CG 002 358

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RESEARCH CONDUCTED BY CALIFORNIA COUNSELING & GUIDANCE ASSOCIATION MEMBERS

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This study was carried out under the auspices of the
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PREFACE

It has been said that there is a striking similarity between the weather and research in guidance; namely, everyone talks about it but no one does anything about it. Furthermore, virtually everyone talks about research as being something valued, something desirable, something needed, something people are definitely in favor of; and we frequently get the feeling that much lip service is given to the question of research but very little is really done about it.

The question of research in guidance appears to be quite an enigma. That is, you rarely if ever hear anyone criticize the need for more and better research and research activities of the counselor. In fact, it would almost be sacrilegious in our profession to do so. But, on the other hand, when the activities of the counselor are carefully scrutinized, one will find a modicum of time appropriated for this apparently "valued activity."

A counselor obviously must have the time to examine his work thoughtfully, creatively, and in the light of empirical tests, if he is to make a maximum contribution to the educative process. Furthermore, to conduct research and evaluation in the area of guidance services, there should be planned cooperation among a number of qualified pupil personnel workers.

If pupil personnel services are to contribute effectively to the development both of individuals and of society, they must be based on scientific research and evaluation, which are inseparable. Only through the use of such methods can counselors determine the adequacy of the principles, procedures, and tools within their area of responsibilities. Only in this way, too, can they help students better understand themselves and become better able to cope with their problems.

Appreciation is expressed to the California Counseling and Guidance Association for their interest, enthusiasm, and support of the research committee. The sum of $200 was designated for the research committee to conduct this research project on a sample of CCGA members. The investigators are indeed grateful for this support. We genuinely believe that some benefits accured from these efforts.

George D. Demos
and
Robert B. Benoit

I INTRODUCTION

RESEARCH* CONDUCTED BY CCGA MEMBERS

Basic Difficulty

In recent years counselor educators have stressed to their students the importance of conducting research. However, there exists some question, as to how such research has eminated from practicing counselors. In view of this research emphasis, several questions seemed relevant: Are counselors conducting research? How much research? What kind? On what kinds of samples or populations? In what problem areas? Etc.?

Statement of Problem

The purpose of this study was to ascertain answers to the above questions; namely, to identify problems, issues, functions, questions, and kinds of research conducted by active counselors in the field of pupil personnel services.

Questions to be Answered

1. How many CCGA members are conducting research at the present time?
2. How many intend to conduct research in the future?
3. What areas are under investigation?
4. How much working time is devoted to research activity?
5. What are the job titles of those members conducting research and not conducting research?
6. At what level are the members employed who are conducting research?
7. What is the extent of monetary support for the research projects?

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*Research is defined as a systematized investigation, evaluation, study or follow-up of students, clients or problems within the purview of pupil personnel services.

8. What are some of the problems encountered in conducting research?
9. Do the members feel adequately trained to conduct research?
10. To what extent do the respondents have access to research consultation?
11. What is the nature of the studies conducted?
12. How long do the researchers plan to be conducting their studies?
13. What are the sample sizes of the studies under investigation?
14. What are the chief means of collecting data?
15. What means are utilized in analyzing the data?
16. What type of subjects are involved in the studies?
17. What are the specific titles of the research projects presently under study?

Assumptions

1. A questionnaire is a reasonably valid and reliable method in getting data of this nature.
2. A random sample of CCGA members is representative of the California pupil personnel profession within the State of California.
3. A random sample of CCGA members is representative of the CCGA membership.

Procedures

1. The questionnaire was developed from issues considered to be of importance to the pupil personnel profession.
2. A random sample of 500 members was selected from a roster of the entire membership of CCGA.
3. The questionnaire was mailed to the members. ~~A return of 400 out of~~

~~the original 500 was received (an 80% return is considered acceptable in one investigation of this nature).~~

4. The data were transferred to IBM cards and analyzed through the computer facilities at California State College at Long Beach.
5. Meaningful relationships were examined and tables constructed for purposes of analysis.
6. Interpretations, conclusions, and recommendations were made on the basis of these findings.

Delimitations

1. This investigation is limited to CCGA members.
2. This investigation is limited to research issues within a random sample of CCGA members.

Limitations

1. The study does not attempt to treat any of the issues in depth but merely to identify and analyze them.
2. In some cases the small numbers found in certain categories suggests that firm conclusions should be drawn with caution.

II FINDINGS

TABLE I

Numbers and Percentages of CCGA Respondents Who Either Are or Are Not Presently Engaged in Research

Conducting Research	N	%
Yes	86	38.4
No	138	61.6
No Response	0	0
Total	224	100

Of a total of 224 responses to the questionnaire, 86 or 38% of those responding indicated that they were conducting research at this time; 138 or 61% indicated that they were not conducting any research whatsoever.

TABLE II

Kinds of Problems Encountered By CCGA Members Who Are Engaged in Research

Kinds of Problems	N	%
Inadequate Financial Support	19	15.4 ✓
Lack of Cooperation	7	5.7
Inadequate Background	6	4.9
Problems in Community	4	3.2
Inadequate Time	71	57.7 ✓
Lack of Encouragement	6	4.9
Other	10	8.1
Total	123*	100

An examination of the kinds of problems researchers are encountering seems to indicate that the majority of researchers feel a need for more time in which to carry out their projects. In view of the service obligations which most practitioners accept, they perhaps feel obligated to deal with immediate problems of students rather than long range ones, and may be less inclined to conduct a study which does not provide immediate help for present problems. Five percent of a personnel worker's time is a very small amount of his weekly activities. This is approximately two hours per week. How much research can be accomplished in such a short time? Very little, it would seem?

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*N = 123 due to multiple answers

TABLE III

Comparison of Numbers and Percentages of Respondents with Regard to Their Intentions to Conduct Research in the Future

Group I Presently Conducting Research			Group II Presently Not Conducting Research		
	N	%		N	%
Yes	77	88.5	Yes	48	34.8
No	0	0	No	3	2.2
Uncertain	7	8.0	Uncertain	87	63.0
No Response	3	3.4	No Response	0	0
Total	87	100	Total	138	100

The significant findings relative to these two groups, (I and II), those conducting research and those not conducting research, is the fact that 88.5% of those presently conducting research intend to conduct research in the future, while only 35% of those not conducting research intend to do so in the future. It would appear that involvement in research activities has the effect of enhancing interest in future research. This is one of the reasons why it may be crucial for counselors to become involved in research early in their careers. The likelihood of their continuing research in the later years may be considerably increased.

TABLE IV

Comparison of Numbers and Percentages of Respondents with Regard to Whether or Not They Feel Adequately Trained to Conduct Research

Group I Presently Conducting Research			Group II Presently Not Conducting Research		
	N	%		N	%
Yes	55	63.2	Yes	43	31.1
No	8	9.2	No	22	15.9
Somewhat	24	27.5	Somewhat	60	43.5
No Response	0	0	No Response	13	9.4
Total	87	100	Total	138	100

Training may be a significant factor as well. Of those respondents now conducting research, 63.2% feel adequately trained while only 36.7% feel they have been somewhat inadequately trained. However, of those not conducting research, only 31% feel that they have had adequate training while 60% feel they have not had adequate training. Training in research seems to lead to doing research which in turn leads to continuation of research. Early research activities, either in the form of training or experience, appears to be heuristic. By the same token, lack of training and/or experience appears to be related to an avoidance of research activities, which in turn appears to be related to an ambivalent attitude toward initiating research.

TABLE V

Comparison of Numbers and Percentages of Respondents with Regard to Whether or Not They Had a Research Consultant

Group I Presently Conducting Research			Group II Presently Not Conducting Research		
	N	%		N	%
Yes	25	28.7	Yes	32	23.2
No	62	71.2	No	75	54.3
No Response	0	0	No Response	31	22.5
Total	87	100	Total	138	100

Of those individuals conducting research, only 29% had the assistance of a research consultant. On the other hand, of those not conducting research, 23% nevertheless, did have research consultants available. Apparently the presence of consultant help is not as significant a factor in promoting research activities as the combination of training and research experience.

TABLE VI

Analysis of Research Areas Under Investigation by CCGA Members Presently Engaged in Research

Area of Research	N	%
Dropout	34	22.6
Gifted	11	7.3
Emotionally disturbed	4	2.6
Culturally deprived	17	11.3
Retarded	4	2.6
Discipline	6	4.0
Under achievers	20	13.3
Role of the Counselor	13	8.6
Other	41	27.3
Total	150	100

It is significant to note the large percentage of research being conducted on the dropout and culturally deprived. In view of the fact that much of the poverty legislation falls within these areas, this trend would be expected. Roughly one half of all the research is in areas included in the new anti-poverty legislation; namely, dropouts and the culturally deprived. Much less emphasis is being placed upon the gifted, emotionally disturbed, and discipline problems reflecting a definite shift of emphasis in recent years; a shift in emphasis consistent with national interest and trends.

TABLE VII

Comparison of Numbers and Percentages of Respondents with Regard to Their Level of Employment

Group I Presently Conducting Research			Group II Presently Not Conducting Research		
	N	%		N	%
Elementary	7	8.0	Elementary	4	2.9
Secondary	61	70.1	Secondary	115	83
College or Univ.	11	12.6	College or Univ.	9	6.5
County Office	2	2.3	County Office	5	3.6
Other	5	5.7	Other	4	2.9
No Response	1	1.5	No Response	0	0
Total	87	100	Total	138	100
			Grand Total	225	

Findings from Table N VII indicated that only a small amount of research was being produced at the elementary level. However, in looking more closely at our findings, we note that there is a total of only 11 respondents at the elementary level, while there is a total of 176 respondents at the secondary level. Of these 11 respondents at the elementary level, 7 of them (or 64%) are conducting research. Of the 176 respondents at the secondary level, 61 (or only 34%) are conducting research. So while not producing a large quantity of research, nevertheless, a much larger percentage of the elementary respondents are involved in research. Apparently elementary personnel are more likely to do research than secondary personnel, but due to their small number, they produce far less. Given equal numbers, the elementary level would be producing more research findings than the secondary according to this trend. It is recommended that a larger sample of elementary guidance workers be selected and compared with the secondary level counselors in terms of the research output, quality of research, and percentage. In any event, the emerging thought which tends to stress prevention of dropouts through working with younger children is not being implemented by this group. It illustrates the need to strengthen and devote attention to the field of elementary counseling.

TABLE VIII

Analysis of Types of Subjects Being Studied by CCGA Members Who Are Presently Engaged in Research

Types of Subjects	N	%
Pre-school Children	2	1.5
Elementary Children	6	4.4
Junior High Students	11	8.1
High School Students	45	33.1
College Students	21	15.4
Drop outs	22	16.2
Parents	12	8.8
Other	17	12.5
Total	136	100

High School students constitute the largest single group of subjects involved in the reported research. It is noteworthy that only 6% of the research is being done with pre-school and elementary school children. It must be taken into consideration, however, that this is due to the fact that the bulk of the respondents work at the upper levels. Nevertheless, it seems that the need for research is greatest at the earlier school levels. This study indicates what is prevalent today in California and possibly through the nation. However, the trend is moving toward more emphasis in guidance at earlier levels. An example of this emphasis is the poverty legislation Head Start.

TABLE IX

Analysis by Job Title of Those Members of CCGA
Presently Engaged in Research

Job Title	N	%
Counselor	30	30.6
Counselor-teacher	16	16.3
College or Univ. Prof.	0	0
Administrator	14	14.2
School psychologist	4	4.1
Researcher	2	2.0
Coordinator	3	3.1
County office staff	1	1.0
Other	28	28.5
Total	98	100

It is apparent from examination of Table IX that counselors are conducting the largest percentage of the research. Interestingly, none of the college professors in the sample is conducting research at the present time. The former may indicate an encouraging trend, for if we combine the category of counselor and counselor-teacher, it becomes apparent that counselors are, in fact, becoming increasingly involved in research in accordance with the hopes of Counselor-educators. (Despite the fact that the latter group does not seem to be good "research models".) Caution should be used, however, in interpreting the findings regarding the role of the college professor in conducting research, since membership in CCGA consists primarily of public school counslors. Thus, it may be that in view of the small No., the sample of professors may be spuriously small and unrepresentative.

TABLE X

Numbers and Percentages Showing the Amount of Financial Support Received by CCGA Members Presently Engaged in Research

Financial Support	N	%
Less than $100	2	2.3
$100 - $500	9	10.3
$500 - $1,000	1	1.5
$1,000 - $5,000	8	9.2
$5,000 - $10,000	1	1.5
$10,000 and above	5	5.7
No Response	61	70.1
Total	87	100

In view of the large number of respondents who gave no answer to the question of how much monetary support they received, it would appear that a clear delineation of monetary support is needed. In other words, it is conceivable that some of the researchers considered monetary support as being release time, salaries, use of facilities, etc. which could not be broken down using dollars and cents criterion.

TABLE XI

Analysis of the Methods of Gathering Data Employed by CCGA Members Presently Engaged in Research

Methods Employed	N	%
Questionnaires	51	23.4
Interviews	42	19.3
Tests	23	10.5
Observations	27	12.4
Analysis of data previously accummulated	52	23.8
Varying treatment methods	11	5.0
Other	12	5.5
Total	218	100

Those doing research tend to gather their data primarily by means of questionnaires and analyses of data already accummulated, although interviews, observations and tests also play a fairly prominent role. Experimental type designs are seldom utilized. This, however, is understandable in view of the difficulty of conducting research of this nature. The fact that the use of interviews, tests, and observations is utilized by approximately 42 percent of the researchers seems heartening, in that more varied research methodologies are presently in use as opposed to the formerly omnipresent questionnaire, such as that used in this study.

III SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

1. Less than half of the respondents of this investigation are conducting research.
2. The majority of the respondents indicate a need for more time in which to carry out their research projects. Secondly, they express a need for more financial support.
3. Virtually all the members who are presently conducting research plan to continue research activities in the future. On the other hand, the majority of those who are not conducting research are uncertain as to their research intentions in the future.
4. The majority of the respondents now conducting research felt that they were adequately trained to conduct research, whereas, those not conducting research exhibited considerable doubt as to the adequacy of their preparation to do so.
5. The majority of those respondents presently conducting research stated they do not have a research consultant to help them with their projects. However, those not conducting research have a comparable access to a research consultant.
6. Roughly, one-half of all the research is being conducted in areas included under the anti-poverty legislation; specifically, dropouts and the culturally deprived.
7. A small percentage of the research presently conducted within the membership of CCGA is being produced at the elementary level. The majority of the research is being carried out at the secondary level.

8. The largest percentage of the research is being carried on by counselors and teacher-counselors.

9. High school students comprise the largest single group being studied.

10. The majority of the respondents indicate uncertainty as to whether or not they actually receive monetary support. More than 25% of the respondents, however, did indicate that they were receiving some amount of financial support. Ten percent of those conducting research had support which fell within the range of $100 to $500.

11. The largest number of respondents employed (analysis of previously accumulated data) as the chief method of gathering their data. Questionnaires ranked second and interviews third.

CONCLUSIONS

1. Undertaking a research project stems from a feeling of adequate preparation to carry the project out.
2. Inadequate preparation, or at least the feeling of inadequate preparation, inhibits the undertaking of research projects.
3. Adequate training in research methods and techniques is critical if we hope to increase the amount of research done by counselors on the job.
4. Better training may also have cumulative efforts, in the sense that the better trained counselors undertake research more readily, and in addition feel inclined to continue; whereas, conversely the under trained counselors avoid or hesitate to engage in research and show minimal intention to do so in the future.
5. Teacher - counselors are the group most inclined to carry out research and tend to do the kind of projects that lend themselves to analyzing data already available (expost facto research). Very little research of an experimental nature is being done.
6. Anti poverty legislation is strongly affecting the direction of research, at least as far as the subjects being studied are concerned.
7. Availability of consulting help seems to have little or no influence on the amount of research being carried out.
8. Factors of time and financial support are felt to be critical problems by the respondents.

9. The percentage of those doing research, while under half of the total responding, is nevertheless relatively encouraging.

10. It seems conceivable that the number of CCGA members conducting research would increase markedly if more of them felt adequately trained to conduct research.

RECOMMENDATIONS

1. Counselor - educators may have to do more than just urge their students to do research on the job. It seems likely that the counselor education curriculum will have to include courses which will adequately prepare practicing counselors to independently initiate and carry out meaningful research.
2. It would seem to the researchers that exhortation is not enough, but direct experience in an operational research project would be most desirable. This experience coupled with an "adequate model" on the part of counselor - educators regarding research would also do much to enhance research activity among students.
3. A redefinition of research activities is needed to dispell some of the myth and misinformation of what research actually is.
4. Further investigation of research into the attitudes of practicing counselors toward research, statistics, and quantative subjects is indicated. This problem also needs to be studied in greater depth.
5. Finally, a continuation of support to research activities by professional organizations, such as CCGA, is strongly recommended.

IV APPENDIX A

SAMPLE QUESTIONNAIRE

Dear CCGA Member:

The Research Committee has decided to conduct a project in which an attempt will be made to ascertain some of the questions, problems and issues related to the research function of pupil personnel workers within our membership.

Would you please take a few minutes (it should not take more than 5 or 10 minutes) to answer this brief questionnaire. It will be of considerable value to us in determining the research functions, various projects, attitudes, etc., for the present, but will also give us some data for comparison in future years.

Thank you very much.

Sincerely yours,

George D. Demos
GEORGE D. DEMOS, Chairman
Research Committee

Robert B. Benoit
ROBERT B. BENOIT, Counselor
Calif. State College at Long Beach

P. S. Please do it now, if at all possible. If you are conducting more than one research project, please respond to the enclosed questions with your most representative project in mind.

GDD/RBB/gmh

Research* Conducted by CCGA Members

A systematized investigation, evaluation, study or follow-up of your students, former students or problem within the purview of pupil personnel services.

Would you please circle the number of the appropriate response/s to the following questions and return this questionnaire in the enclosed envelope as soon as possible. Thank you.

1. Are you conducting any research at the present time?
    1. Yes   2. No

2. Do you intend to conduct research in the future?
    1. Yes   2. No   3. Not certain

3. If you are conducting research in what area does the research fall?
    1. Drop out
    2. Gifted
    3. Emotionally disturbed
    4. Culturally deprived
    5. Retarded
    6. Discipline
    7. Under achievers
    8. Role of the counselor
    9. Other (specify)________________
    ____
    ____

4. What percentage of your time do you devote to your research activity?
    1. 5%   2. 10%   3. 15%   4. 20%   5. 25% or more

5. What is your job title?
    1. Counselor
    2. Counselor-teacher
    3. College or Univ. Prof.
    4. Administrator
    5. School psychologist
    6. Researcher
    7. Coordinator
    8. County office staff
    9. Other (specify)________________
    ____
    ____

6. At what level are you employed?
    1. Elementary
    2. Secondary
    3. College or university
    4. County office
    5. Other (specify)________________
    ____
    ____

7. Do you receive any monetary support?
    1. Yes   2. No

8. If so, how much?
    1. Less than $100.
    2. $100-$500.
    3. $500-$1,000.
    4. $1,000-$5,000
    5. $5,000-$10,000.
    6. $10,000. & above

9. What kinds of problems are you encountering?
    1. Inadequate financial support.
    2. Lack of cooperation with administrators, teachers or other school personnel involved (please specify)__________
    3. Inadequate background and training in conducting research.
    4. Problems involving community - parents - others (specify)__________
    5. Inadequate time.
    6. Lack of encouragement
    7. Other, (specify)__________

10. Do you feel adequately trained to conduct research?
    1. Yes 2. No 3. Somewhat

11. Do you have a research consultant?
    1. Yes 2. No

12. If you have a research project in progress, did you receive help with the proposal?
    1. Yes (specify)__________
    2. No

13. Is your study?
    1. Longitudinal 2. Cross sectional 3. Other (specify)__________

14. How long do you plan to conduct the study?
    1. Less than 1 year
    2. 1-2 years
    3. 2-4 years
    4. 4-5 years
    5. 5 or more years

15. What is your sample size?
    1. Under 25
    2. 25-50
    3. 50-100
    4. 100-200
    5. 200-500
    6. 500 & above

16. What is your chief means of gathering data?
    1. Questionnaires
    2. Interviews
    3. Tests
    4. Observations
    5. Analysis of data already accumulated
    6. Varying treatment methods
    7. Other (specify)__________

17. Are you using statistics?
    1. Yes   2. No.

18. Type of subjects involved in project?
    1. Pre school children
    2. Elementary children
    3. Junior high students
    4. High school students
    5. College students
    6. Drop outs
    7. Parents
    8. Other (specify)________________

19. (a) List specific title of research project/s in which you are presently working.

    (b) If more than one, please circle.
    1, 2, 3, 4, 5, other

20. Briefly describe project/s, problem, and method utilized, etc. (include copy of proposal).

V APPENDIX B

SAMPLE TITLES OF RESEARCH PROJECTS PRESENTLY BEING UNDERTAKEN BY CCGA MEMBERS

Implications for Counseling of the Use of Non-Verbal Tests, Particularly with Minority Group Junior College Students

Computer Pre-Schedule of Incoming Jr. High Students

Pupil Personnel Services in the Public Schools

A Follow Up Study of High School Drop Outs

Follow Up of Returning and Drop Out Students at Coalinga College

An Analysis of Mexican Student Adjustment in Grades 7 - 12

Home Interviews of Low Income Families

An Analysis of Reading Problems at the 9th Grade Level

A Comparison of Subject Marks with Change in Physical Growth of Junior High School Girls

Occupational Opportunities Study

Physical Fitness Test Study

Guidance Period Study

Elementary Guidance Survey

Project Search

Special Counseling of Students Who Are Making Two or More F's

Types of Vocational Education Programs

Intensive Follow Up Studies of Former Students

Do High School Boys Having D.A.T. Scores (Verbal and Numerical) at or Above 75th Percentile and Who go out for After School Sports Earn Higher Grades Than Students of Comparable Aptitude Who do not go out for Sports?

Do Underachievers Tend to Have Vocational Goals Which Differ Significantly From the Goals Set For Them by Their Parents?

Part Time Employment of Jr. High School Students

Parent Opinion, Knowledge, and Expectancies of Jr. High School Counselors

Who Drops Out and When and Why?

Who Does Our Placement Service Serve?

Are Our Students Trained for Jobs?

Does the Community Need a Guidance Center for Post High School People Who Are Not Enrolled in any Institution?

The Effectiveness of Psychology on Changing Attitudes and Directions of Unemployed Adults

Continuing Follow Up Study of a Class of Grossmont High School Graduates

Role of Counselors in Jr. High System

Study of Student's Achievement

Graduates Success in College English

College Grades Compared to High School Grades

Specific Subjects Including Chemistry in High School and Science Grade in College

Study of Minority Groups

Success in Removering Academic Probation

Evaluating Our Counseling System

Vocational Follow Up Study

Effects of Ability Grouping Upon Students and Teachers

Study of Exempted Pupils

Study of the Educationally Handicapped

The Role of the Disciplinarian

A Study of Highly Gifted Pupils

Drop Outs in the Orange Unified School System

Group Counseling Effectiveness Follow Up

Orange County Summer Guidance School

Graduate Occupational Survey

Barriers to College Admission

Psychology 10 Program

Self Analysis of Student Personnel Services

Evaluation of Effectiveness of Individual Vs. Group Techniques in Guidance

Follow Up Study Who Transferred From a Junior College

Study of All Students Entering Junior College From a Local High School

Comparison of Academic Grades and Standardized Test Scores (S.C.A.T. & S.T.E.P.)

Who Are Our Drop Outs?

Critique of State Testing Program

Grade Analysis of Graduates During First Year of College

Factors Relating to Drop Outs From Galt High School

Review of the Probation Program for Disciplinary Cases

Study of High School Graduates - With High School Drop Outs

Survey of the Results of Our Summer Counseling Project for Gifted Students Entering this 4 Year High School

Group Counseling: Can it be as Effective When the Counselees are Grouped Without Regard for Area of Problem as "Homogeneous" Problems Can?

Study of The Recalcitrant Parent

Selecting and Counseling of Engineering Students at El Camino College

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